



LEECHPOOL CURRICULUM Newsletter



The Things I Wish My Parents Had Known

In the autumn term, many of our children had the opportunity to take part in a once-in-a-generation review of children's lives called The Big Ask created by the Children's Commissioner for England, Dame Rachel de Souza. On 16th December 2021, a guide was launched for parents and carers about online sexual harassment and how they can support children to stay safe online as part of their findings from the survey. "The things I wish my parents had known..." draws together advice from 16-21 year olds on how parents should manage challenging conversations around sexual harassment and access to inappropriate content, including pornography. An overriding message is that parents should start these challenging conversations early. Their focus groups suggest broaching topics before a child is given a phone or social media account, which is often around the age of 9 or 10. The guide focuses on issues such as easily accessed online pornography, pressure to send nude pictures, sexualised bullying, editing pictures and body image, and peer pressure. The guide offers advice in confronting these issues in an accessible way with helpful starting points. There are also signposts to the excellent resources of other expert organisations, including NSPCC, Childnet and Internet Matters, throughout the guide.

The overriding message is **talk early, talk often**. Children want an age-appropriate conversation that evolves over time in line with their growing maturity. Click the images below to see the full guide or the poster.

Click below for the full parental guide

Click below for the poster



Children & Money Survey

Loughborough University are carrying out a project to find out about how children are learning about money. They are inviting parents and guardians of all primary-aged children to complete a survey about children's experiences of handling money. The survey can be completed on any device with an internet connection and can be accessed here:

https://lborocmc.fra1.qualtrics.com/jfe/form/SV_0i8I9cBpYeINUvI

It will take no more than 10 minutes to complete and each participant who completes the survey will have the opportunity to enter a prize draw run by the University for one of three Amazon vouchers with a value of £100, £50, and £25. It is an incredibly worthwhile topic and the results from this will create conversations around our own PSHE curriculum.

Click [here](#) to read the full letter from Loughborough University.

Early Reading and Phonics

It is vital that children learn to read as early as possible as it is only then that they are able to access learning to the full. Fluent readers can learn more simply because they can read and gain knowledge for themselves. To help our younger children learn to read in school, they continue to read books that are closely matched to their phonics knowledge that they have learnt through our Song of Sounds phonics scheme. This means that the children are constantly retrieving previously taught phonics knowledge in context.

Phonics makes learning to read easier, simpler and crucially gets children reading quicker. This helps to increase a child's confidence and instil a love of reading from an early age. Rather than memorising thousands of words individually, children are instead taught a phonics 'code'. This code helps children work out how to read 95% of the English language. Phonics is made up of 44 sounds and once these concepts are understood, and they are easily retrieved from memory, subsequent learning becomes easier.

Part of reading success for children in school and at home is understanding the purpose of books; books for decoding practice should be read **by** the child and books for developing language should be read **to** the child. We should always be promoting language acquisition for children and this is why it is important to read books to children of any age. Adults can be great influencers to children's reading.

